



Catholic Schools Inspectorate inspection report for
Salvatorian College

URN: 138458

Carried out on behalf of the Most Rev. Cardinal Vincent Nichols, Archbishop of Westminster on:

Date: 18- 19 January 2023

Overall effectiveness The overall quality of Catholic education provided by the school.....	2
Catholic life and mission (p.3) How faithfully the school responds to the call to live as a Catholic community at the service of the Church’s educational mission.....	1
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Collective worship (p.7) The quality and range of liturgy and prayer provided by the school.....	2
The school is fully compliant with the curriculum requirements laid down by the Bishops’ Conference	<input checked="" type="checkbox"/>
The school is fully compliant with all requirements of the diocesan bishop	<input checked="" type="checkbox"/>
The school has responded to the areas for improvement from the last inspection	Fully

Summary of key findings

What the school does well

- There is a strong culture of welcome and inclusivity in the college. It is a friendly, calm and well resourced place of learning with a real sense of community.
- Pupils are proud and happy to be at Salvatorian College and can clearly express an understanding that they are valued and cared for as unique persons.
- Relationships are based on the highest levels of care and this allows the pupils confidence to express themselves.
- Pupils make consistently excellent and sustained progress in religious education throughout the college.

- Pupils enjoy their religious education lessons and are enthusiastic and actively engaged learners. They are religiously literate, speaking confidently using key concepts and subject specific vocabulary in their responses.

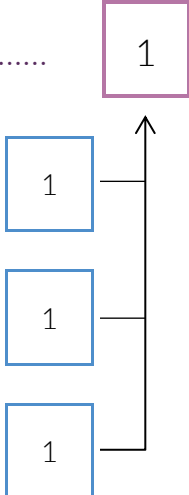
What the school needs to improve:

- Ensure consistency of expectations of pupils and that assessment and marking is consistent across the department.
- Develop pupil leadership roles in prayer and liturgy and embed its evaluation by pupils.
- Provide opportunities for the Sacrament of Reconciliation to be offered at the college or neighbouring church during Lent and Advent.

Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.

Catholic life and mission key judgement grade.....	1
Pupil outcomes The extent to which pupils contribute to and benefit from the Catholic life and mission of the school	1
Provision The quality of provision for the Catholic life and mission of the school	1
Leadership How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school	1



Pupils understand and benefit from the distinctive identity, charism and mission of their college. They are happy, confident and feel secure at the college and are able to express how they are valued and cared for as unique persons. They are proud to be pupils at Salvatorian College and spoke about the supportive nature of all the staff. There is an effective behaviour for learning policy and this is a positive feature. Pupils take a leading role in responding to the demands of Catholic Social Teaching and are pro-active in finding ways of helping others in a local, national, and global context. The pupils support many charities including Cafod, helping with the annual parish hampers and raising funds for charity at the Christmas fayre. They are able to articulate the theology underpinning their actions. The college monitors the effectiveness of Catholic Social Teaching in other curriculum areas. Pupils showed a deep respect for their own dignity and that of others; some of the pupils commented on being part of the Salvatorian family and the inclusiveness and supportive nature of this community. Pupils, whatever their background, felt secure and behaviour was exemplary in lessons and throughout the college. Pupils place great value on the chaplaincy provision and there is an active chaplaincy team of both staff members and pupils.

Staff and pupils embrace the mission statement and the values based on the beatitudes. This has a significant impact on the life of the college which excels at being a community based on Catholic tradition. Staff are exemplary in the relationships and the care they show for the pupils and each other, providing the highest level of pastoral care. Christ is at the heart of the college and all visitors are welcomed in a spirit of generous hospitality. This embedded culture of welcome means that the college celebrates the presence of those from various cultures and belief traditions allowing them to pray in their own faith. The college environment effectively witnesses to its identity and mission through creative displays and the Francis Jordan chapel. There are a range of creative and high-quality opportunities for pupils to further their spiritual and moral development such as being part of the chaplaincy team as liturgy leaders,

members of the Guild of St Stephen and part of the eco team. The provision of RSHE meets all statutory requirements and is firmly rooted in the teaching of the Church.

The leadership team and governors can clearly articulate the Church's mission in education. They actively promote the Archbishop's vision for the diocese and are enthusiastic in their response to diocesan policies and initiatives. The leadership team and governors embrace and actively promote the principle that Catholic schools are at the service of the local church and work hard to ensure a flourishing partnership between the college and the local parishes. The chaplain from the neighbouring church participates fully in the life of the school. Leaders and governors truly embrace the principle that parents are the first educators of their children. The governors are fully committed to, and effective guardians of the Catholic life and mission. The chair of governors and the governor responsible for Catholic life have a strong vision for the college and are inspirational witnesses to Gospel values. Many parents commented on how the college supported their children on their faith journey, and how pleased they were with the education that was provided and the Catholic ethos that ensures their children are growing to learn to be respectful and compassionate towards others.

Religious education

The quality of curriculum religious education

Religious education key judgement grade.....

1

Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

1

Provision

The quality of teaching, learning, and assessment in religious education.....

1

Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

1



Pupils are developing excellent knowledge, understanding and skills that exemplify the learning required by the *Religious Education Directory*. They make consistently good progress and the college has excellent tracking systems in place to identify progress in relation to target grades and provide interventions for those who need extra support. As a result, all pupils including disadvantaged and pupils with SEND achieve the best possible outcomes in all years and age phases. Pupils enjoy their religious education lessons and are both enthusiastic and actively engaged. They are religiously literate, speaking confidently using key concepts and subject specific vocabulary. Pupils show notable independence in their learning and can build on prior knowledge. They have a clear understanding of how well they are doing and what they need to do to improve. Pupils achieve above average attainment in their GCSE RE compared to national data and this has been sustained for the last three years.

Teachers are confident in their subject knowledge and have a good understanding of how pupils learn, appropriate to the phase in which they are teaching. A collegiate approach is taken to lesson planning so that experience and expertise within the department is shared. The department is committed to the value of religious education and they communicate this effectively to their pupils. Teachers plan lessons with good quality resources, such as worksheets and religious education mats which support progress. Most of them checked understanding in their lessons with the use of mini plenaries but these could be used more consistently across the department. This was seen in a Year 11 lesson on the Sacrament of Marriage where pupils were articulate in their responses on how marriage is still important for society. Pupils were engaged, focused and responsive throughout the lesson and discussed how marriage had changed but how it is still important for Catholics today.

Another lesson that was observed was on stewardship and how humans were the protectors of the earth. In this lesson the teacher challenged the pupils to think about how they could protect the universe and what they considered to be the biggest problem. Pupils were engaged, offered articulate suggestions and were enthusiastic and focused throughout the lesson. Pupils' work and effort is often celebrated, leading to good levels of motivation. Teachers recognise the impact religious education has on the moral and spiritual development of pupils and give them space and time in lessons to be reflective learners.

Leaders and governors ensure that the college curriculum for RE is an expression of the *Religious Education Directory* and that religious education has full parity with other core subjects in relation to whole college policies, homework, marking and reporting to parents. Leaders ensure that staff receive regular training in implementing the religious education curriculum. The RE leadership team work well together to ensure their vision leads to improvements in teaching and learning. One of the reasons for their success at GCSE is the continual use of data and the support and interventions that have been put in place for pupils. Leaders ensure that religious education is thoughtfully planned and resourced to meet the needs of all pupils. The resulting sequential curriculum ensures subject content is introduced systematically as learners progress through the planned curriculum. New staff are inducted effectively to be part of the Salvatorian staff community. The head of department and governor for Catholic life collaborate effectively with the Salvatorian order, the diocesan advisor and heads of RE of other schools in the diocese. Leaders create links with other appropriate agencies and the wider community to provide a wide range of enrichment activities to promote pupils' learning and engagement with religious education. Staff and pupils spoke enthusiastically about their visits to religious places such as Walsingham, Tyburn Convent, Westminster Cathedral and Rome.

Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade.....

2

Pupil outcomes

How well pupils participate in and respond to the school's collective worship

2

Provision

The quality of collective worship provided by the school

2

Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship

2



Pupils respond well to the experiences of prayer and liturgy provided by the college. There are a significant number of non-Catholic children at the college but they appreciate the Catholic ethos, enjoy RE lessons and are responsive to the opportunities teachers give them to pray, sing, listen to liturgical music and reflect. Pupils work well with teachers, other pupils and the chaplaincy team to prepare engaging experiences of prayer and liturgy. Two 'year assemblies' and a Form Mass were observed where the pupils participated fully. They can clearly articulate the ways in which these experiences shape how they think about themselves and the world and how this has inspired them to action. Some pupils in the chaplaincy team spoke very eloquently about how the college has developed their faith and enriched their lives. The pupils are able to recognise and articulate the ways in which prayer and liturgy influence and are influenced by both the curriculum and the wider life of the college. There is a special liturgy for Armistice Day which is planned by pupils and is well embedded in the life of the college. Pupils are involved in evaluating the quality of prayer and liturgy but this could be further developed.

There is appropriate planned prayer and liturgy which is central to the life of the college. There is a daily pattern of prayer that reflects the rhythm of the prayer life of the Church. Inspectors observed seasonally appropriate scripture passages in the form prayer and worship, year assemblies and Mass. One unique aspect of the college's prayer and liturgy is the daily 'Moment for Jesus'. Pupils lead on the Angelus and this is followed with any prayer intentions that they might wish to share with others. There are staff as well as pupil members of the chaplaincy team who regularly use their gifts to enhance their prayer and liturgy. The college makes good use of the spaces available to provide creative and engaging displays, these include a prayer room and chapel that is regularly used by staff and pupils. There is an established guild of St Stephen and one of their roles as well as serving at

Mass is to maintain the chapel. The college works well with the neighbouring parish to help pupils participate more fully in liturgy such as whole college Masses and a Christmas carol service.

The college's policy on prayer and liturgy is well formulated and fit for purpose. Leaders, including governors understand the different levels and skills of participation and have a clear strategy for building up these skills as pupils progress through the college. There are many opportunities for pupils to attend Mass and celebrate the Eucharist such as Form Masses, Masses on holy days of obligation and other significant events such as founders day and the blessing of the new college building and chapel. The leadership team and chaplain aim to offer the Sacrament of Reconciliation at key times in the liturgical year such as Lent and Advent. Leaders understand the various of ways of praying that are part of the Catholic tradition and strive to ensure that all acts of worship include a Catholic theme, prayer and scripture. They need to develop further the established tradition of leadership roles for pupils in prayer and liturgy. Leaders, including governors, regularly review the quality and impact of prayer as part of the college's cycle of self-evaluation and planned improvements. The views of the pupils should be sought further and embedded as part of the evaluation of prayer and liturgy.

Information about the school

Full name of school	Salvatorian College
School unique reference number (URN)	138458
Full postal address of the school	High Road, Harrow Weald, Middlesex. HA3 5DY
School phone number	0208 863 2706
Name of head teacher or principal	Mr Alan Bryant
Chair of governing board	Mr Patrick O' Connell
School Website	www.salvatoriancollege.com
Multi-academy trust or company (if applicable)	Single Academy Trust
Type of school	Secondary comprehensive
School category	Academy
Age-range of pupils	11-16
Trustees	Salvatorian Fathers
Gender of pupils	Male
Date of last denominational inspection	November 2014
Previous denominational inspection grade	Good

The inspection team

Mary Coyle	Lead Inspector
Catherine Bryan	Team Inspector
Sophie Fegan	Shadow Team Inspector

Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement